



Home Learning

Tuesday 26th January 2021

Mrs Charnley's Day

Today's Learning



Maths- Looking at Prisms



SPaG/ Literacy- Developing vocabulary to interest the reader



Spirituality- A BIG thinking lesson (Lots to read and take in!)



Art- Developing round objects

L1: Can I construct a variety of prisms?

REMINDER: Last week you drew pyramids with different shaped bases.

- each base (*bottom*) was a different 2D shape
- you made each 2D shape into a pyramid by joining each vertex (*corner*) to a point above it using a ruler

YOU LEARNED (*hopefully*) **THAT:**

1. a pyramid is a 3D shape
2. you can create a variety of pyramids by changing the shape of its base
3. that pyramids can be identified because they have triangular faces (*sides*)

This week we are learning about 'slice-able' 3D shapes.

These are called '**prisms**'. *(Sounds like 'prisons' but not the same thing – LOL!)*

The best way to think about a prism is to think about a Toblerone:

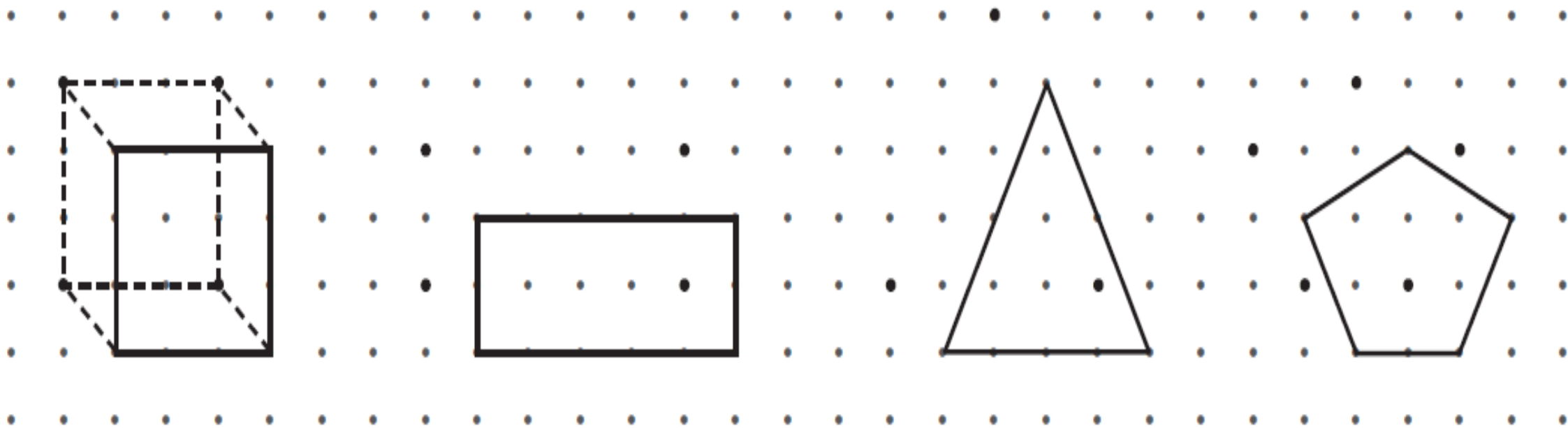
- each piece you break off to scoff is triangular
 - each **end** is a triangle
 - each piece you eat is a triangle

You could also think about a block of butter:

- if you slice it all the way through as many times as you can, you get a load of squares
 - each **end** is a square
 - each piece you slice is a square

Print this sheet if you can. *I am going to show you - step by step - what you need to do on the next slide*

Use the dot paper to help you finish these shapes. We have helped you with the first one.



a

cube

b

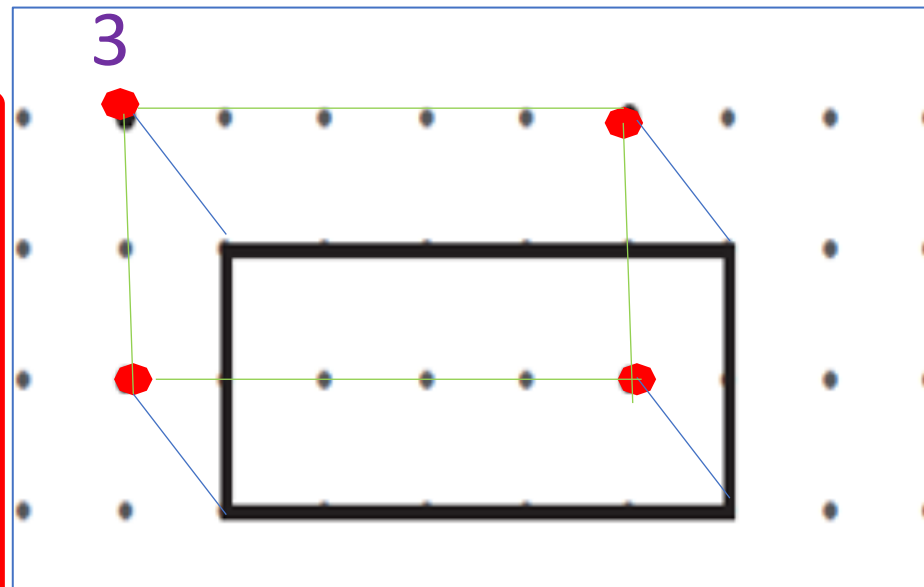
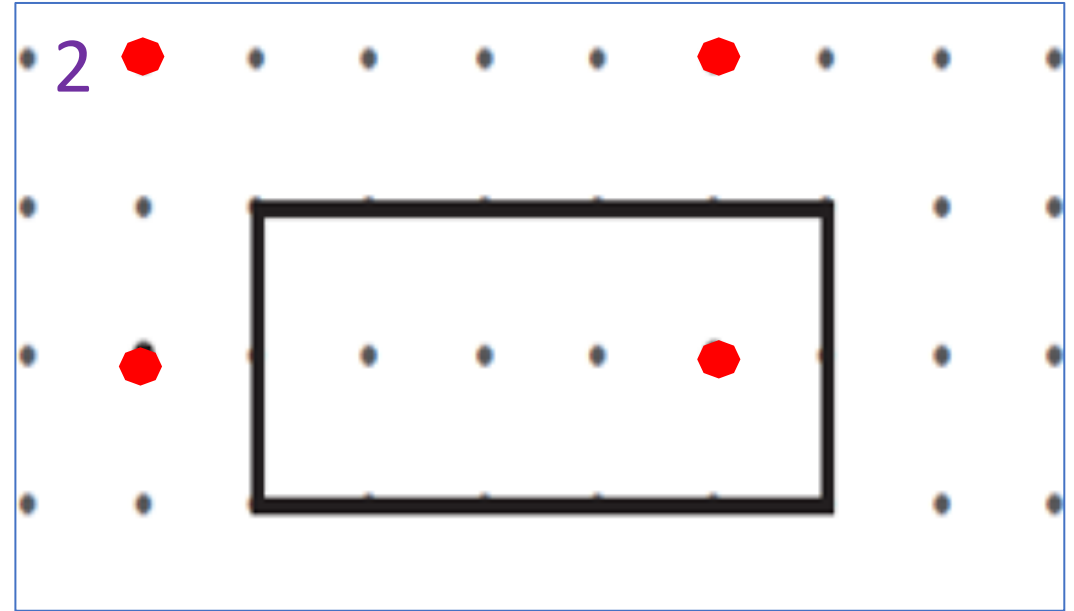
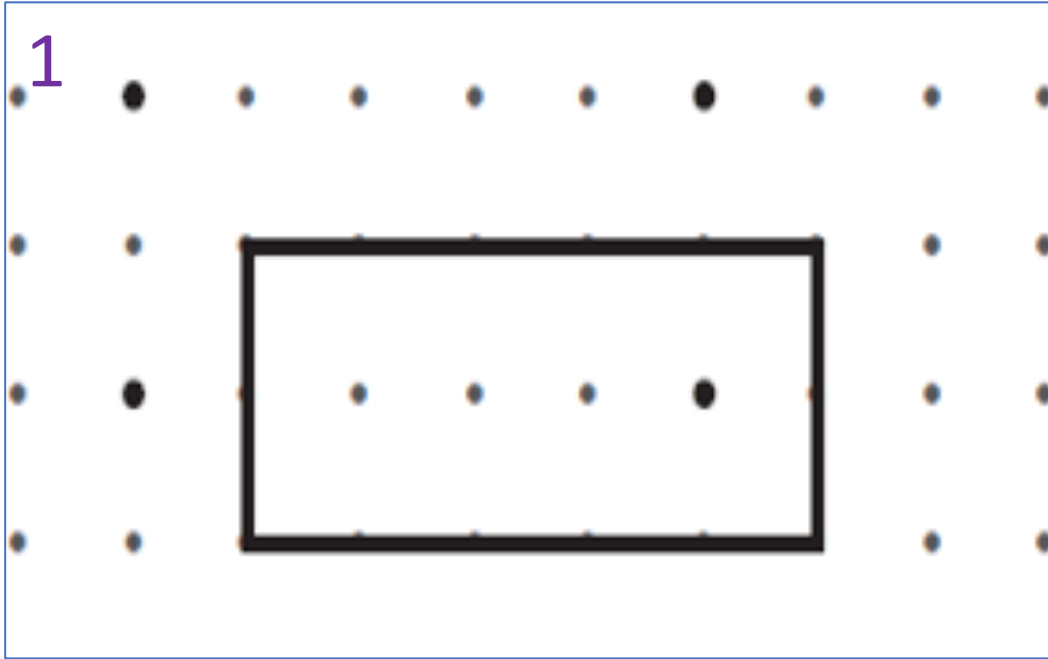
rectangular
prism

c

triangular
prism

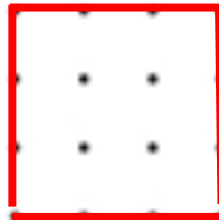
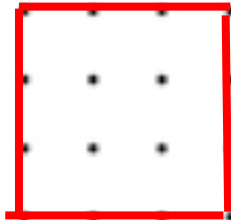
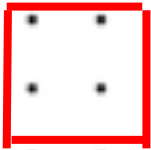
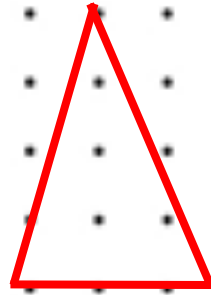
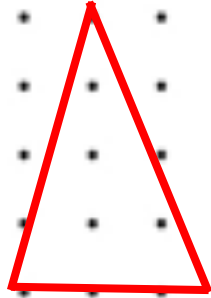
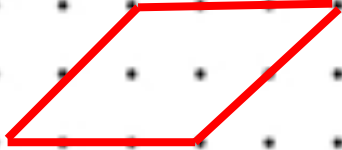
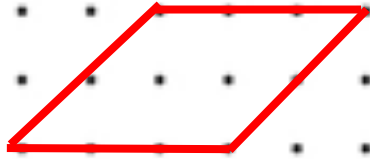
d

pentagonal
prism



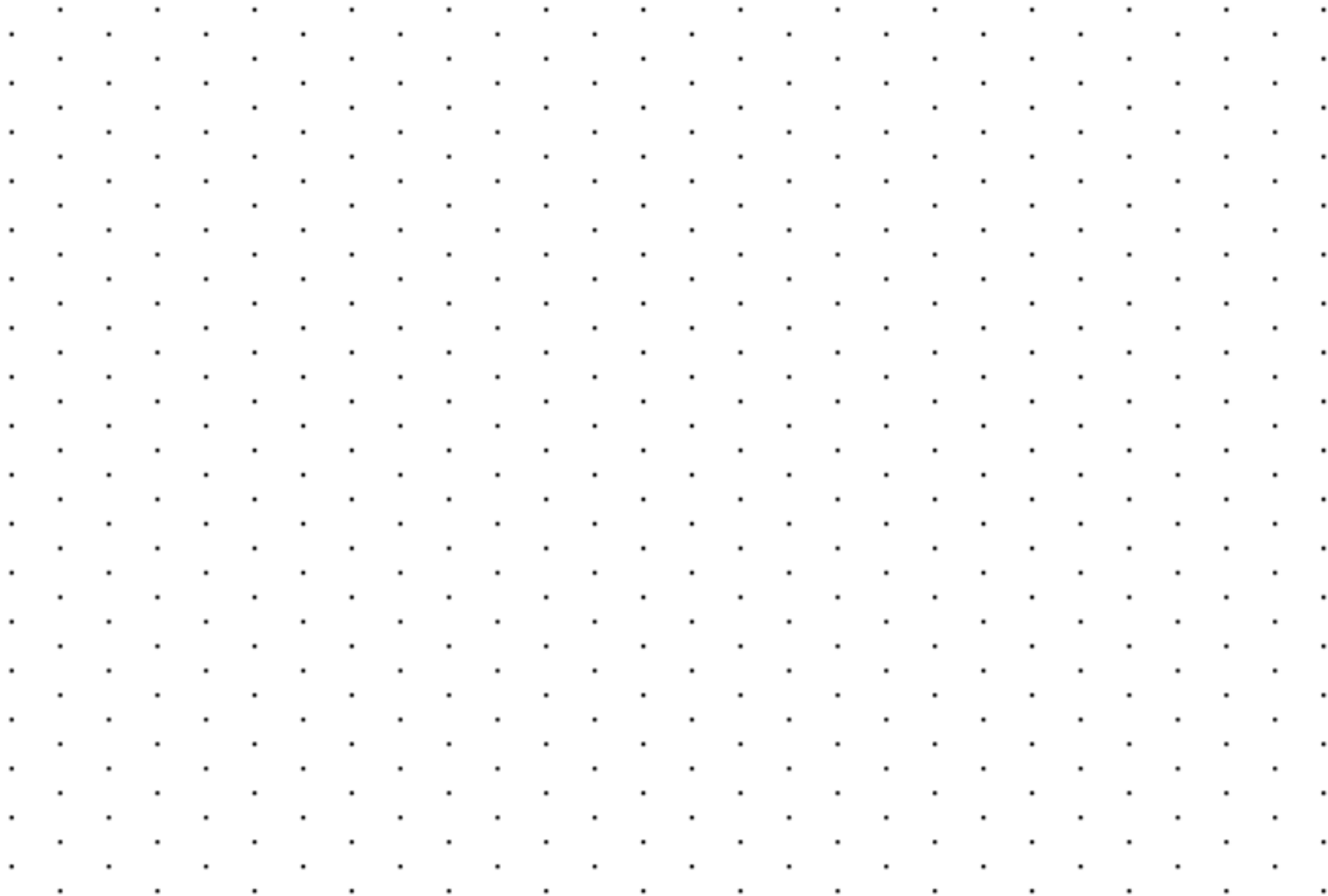
1. Use a ruler.
2. Join each vertex diagonally to each dot (blue lines)
3. Use horizontals and verticals to join the red dots (green lines)

***Off you
go,
then!***



Try drawing
your own
prisms by
joining these
2D shapes.

MAKE SURE
*that you join
the right
vertices!*



Extension:

*Use this
dotty paper
to create
your own
prisms*

Ll: Can I use a language bank to hook my reader by getting them guessing?

Take a minute or so to have a good look at the following
slide

(no peeking at the next one!)

1. Think of how you might describe it

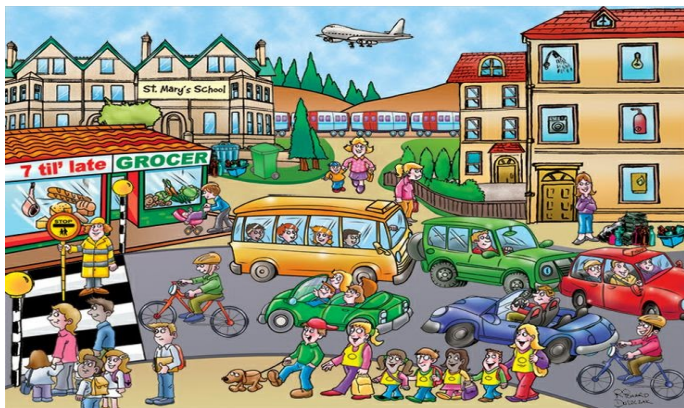
2. Think about how you could make it creepy by
suggesting hidden horrors that may not be immediately
obvious!



Oh, it looks
so happy
and normal
– even
cheesy!

**But is it
really?**

How could
you make
this picture
'scary' for
your reader?



overhead

in the background,

chuffing past

happily pushing

patiently

full of excitement

unaware

unimaginable

beyond

happily

frustrating

despite

unnoticed

traffic jam

chilling

wondering

hanging in the window

element of strangeness

scene

back to back

crowded

lurking

like a chain

happy

hidden

cycling

waiting

carefully

seemingly normal

thundering past

hidden behind the bushes

it might look like, but

suspicious

strange

appearances

overflowing

unimaginable

unsuspecting

behind the curtains

secret

unknown to people

unsuspecting

unimaginable

unimaginable

mysterious

Here are some fragments of what came into my mind when I thought about how I could turn the normal-ness of this picture upside down.

- I know I need to lull my reader into a false sense of security by describing the happiness and normality I see here *(paragraph 1)*
- I know I need to hint at 'something creepy' to make my reader question if all they see is as it seems *(paragraph 2)*
- I know I have to leave my reader guessing by using clever questions or suggestions as to what might happen soon *(paragraph 3)*

Task: Use at least 12 of my sentence fragments to tell a **3 paragraph** story of this picture that could scare!

- *have a 3 minute think, then set your phone for 20 minutes of writing.*

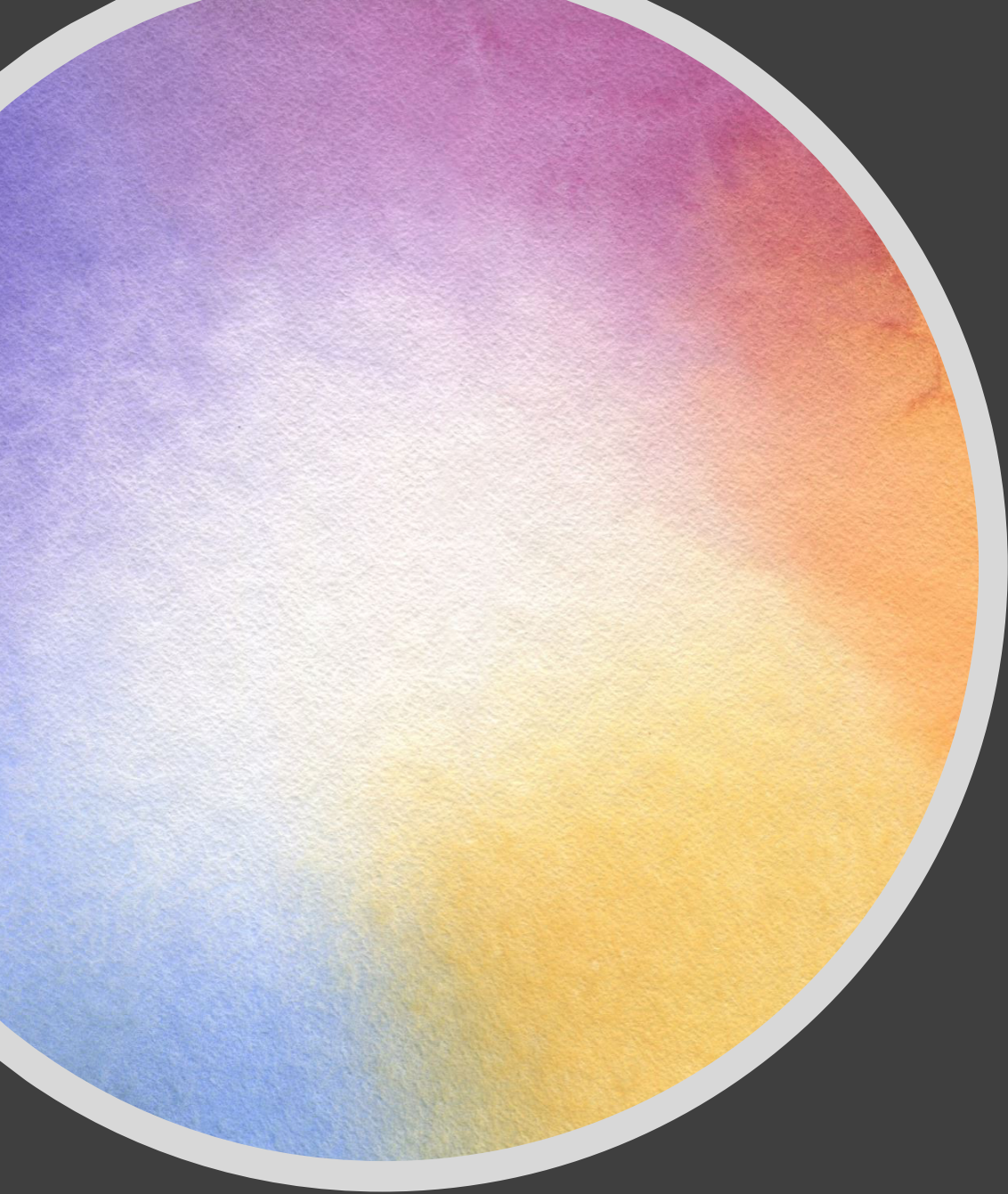
AIM FOR:

- using the fragments at the beginning of a sentence (*use a comma* commas) – WE'LL BE LOOKING!
- using the fragments you choose anywhere else in a sentence – front, middle or end.
- thinking about using more than one fragment in a sentence
- adding your own fragments and building them into sentence.



Spirituality

Please [click here](#) to follow the session.



Art

Ll: Can I use light to dark tones using a pencil?

We are focussing on applying our shading achievements from last week to make a round object (*an apple*) to get that 3D appearance.

FIRSTLY:

We need to practice – or warm up!

Use a strip like this to remind yourself what you practised last week, and to warm up your hands.

- Light to dark, please!
- Use a normal OR a coloured pencil OR both.

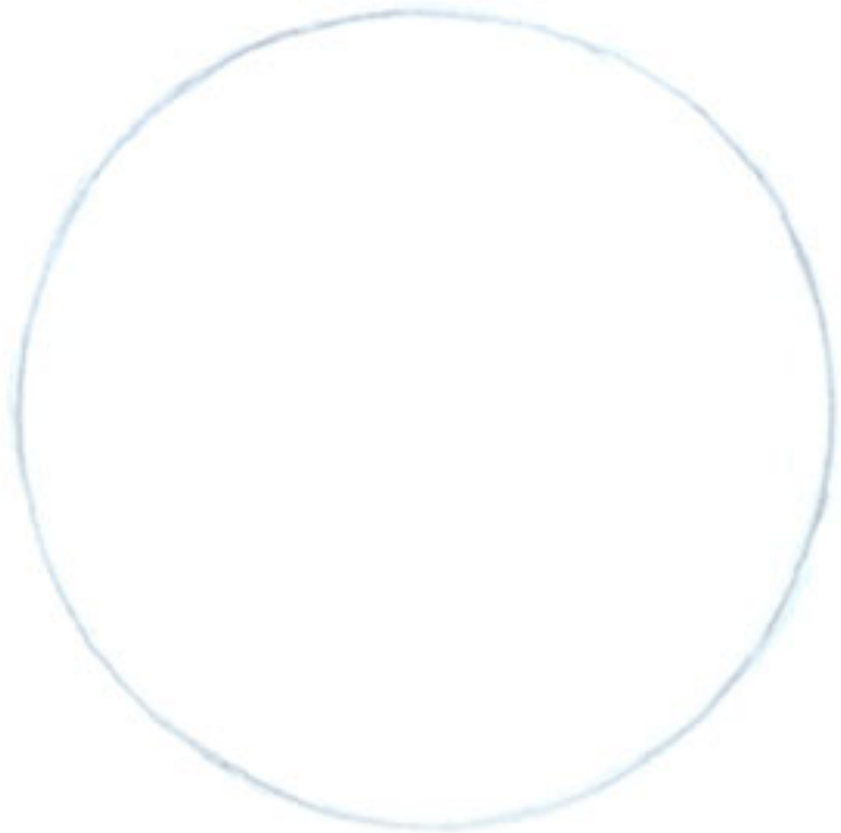
1	2	3	4	5	6	7	8
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1	2	3	4	5	6	7	8
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An apple is generally not that complicated to draw BUT there is still quite a bit to it if you want to have an apple that looks like you could eat it!

STEP 1

Start with the circles you have been practising. Have more than one go if you need to - don't try and be perfect!



STEP 2

1. Add to the apple what you see as its basic shape, bumps and all. You see a stalk - draw it. See that it doesn't come out of the top but is part of the body of the apple.
2. The lines in the diagram help you to see that not every circle you see is perfectly round: sometimes the circle leans!



STEP 3

1. Inside the shape of the apple you can lightly draw bumps and curves. See what the artist has done to show them. **DO THESE FIRST, BUT BE VERY LIGHT WITH YOUR PENCIL.**
2. You can also begin to put some rough shading in to show where the shadows are. *In this drawing the light source is towards the top left of the picture and slightly behind the apple.*
3. Add a shadow underneath the apple to make look like the apple is actually sitting on a surface. *Look carefully at what the artist has done, and then copy*



STEP 4

1. Now you need to develop your shading. Have a good look, first, at where you think the artist has pressed harder. Remember what you have practised about pressing with your pencil.
2. Shading the apple now becomes tricky. You have to compare the light colour areas that are lit to the lighter areas that are shaded. The same goes for darker areas.

Make sure you see your 'light' and 'dark'. Look for where you think the light is coming from, and where light is 'bouncing' from the surface the apple is on.

